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RAPID SITUATIONAL ANALYSIS IN YOBE STATE: EDUCATION AND CONFLICT

Summary Brief

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USAID/EDUCATION CRISIS RESPONSE

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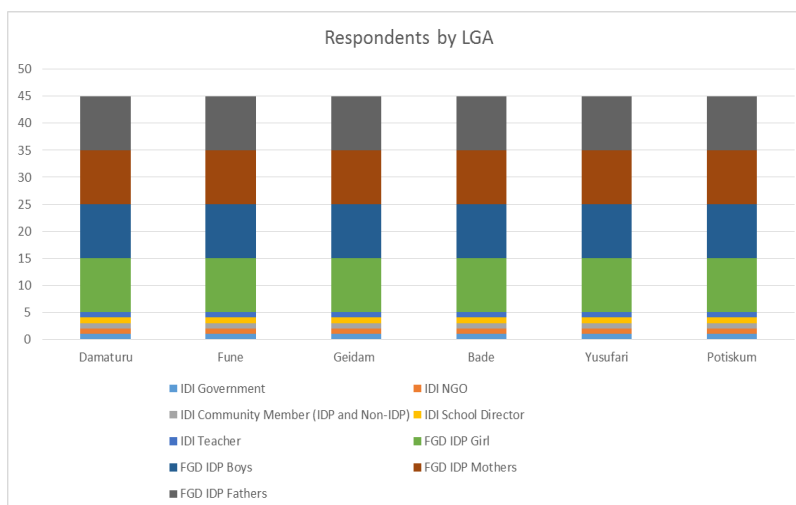
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RAPID SITUATIONAL ANALYSIS: SUMMARY OF PURPOSE, FINDINGS AND RECOMMENDATIONS

PURPOSE

This Rapid Situational Analysis (RSA) was an exercise that determined whether, and to what extent, IDP children have access to education. The analysis also explored parental perceptions of schooling in Yobe state for IDPs, and whether or not there is a need for education support. Thus, the RSA is to inform decisions around potential project expansion or additional education activities that support Goal 3 of USAID's Education Strategy (2011-2015). The RSA involved children, parents, teachers, community member representatives, and government and non-governmental actors. The exercise focused specifically on host communities highly affected by the high prevalence of IDP arrivals. The RSA included two selected local government authority (LGA) locations across three senatorial districts. The six individual LGAs were Damaturu, Bade, Potiskum, Geidam, Fune and Yusufari.

IDP children and youth were reached through two focus groups per location, with facilitated discussions that separated girls and boys, tailored questions for children and parents. Similarly, IDP parents took part in focus groups in the same locations and were disaggregated by sex and displacement status. Through 6 key informant interviews in each location, the RSA sought to understand the host community conditions, availability of education, populations' perceptions, educational needs, and how the insurgency-related violence in Yobe state has effected the use and functioning of the education system.



In response to USAID's request, the exercise was a rapid analysis of whether IDPs were attending school, what parents' perceptions were and if there is a need to scale up and support education for IDPs in Yobe state. IDP learners themselves participated in the situational analysis. The topics covered across consultations included 1) access and learning environment 2) teaching and learning 3) teachers and other education personnel 4) education policy and coordination and 5) community participation in education.

FINDINGS

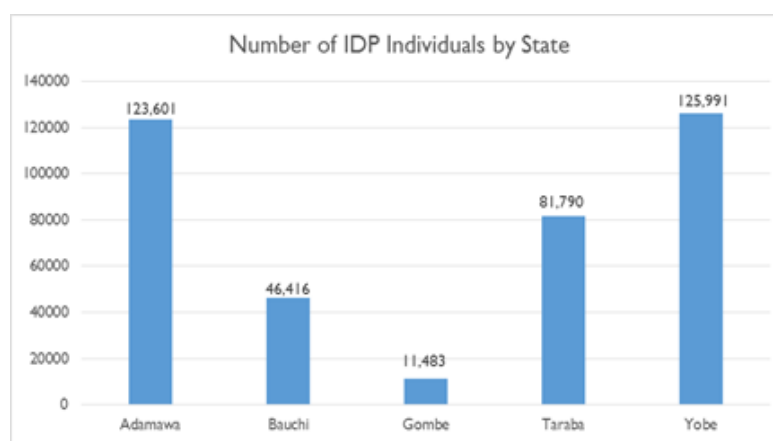
The RSA determined low levels of educational access for IDPs, high parental fears about sending children to school, and a great need for tailored educational activities to be made available in Yobe state. The major findings are the following:

- **Extreme lack of access to education** as a result of past and present violence, high rates of displacement, school closures, need for basic provisions and other factors faced by IDP learners, parents and host communities in Yobe state;

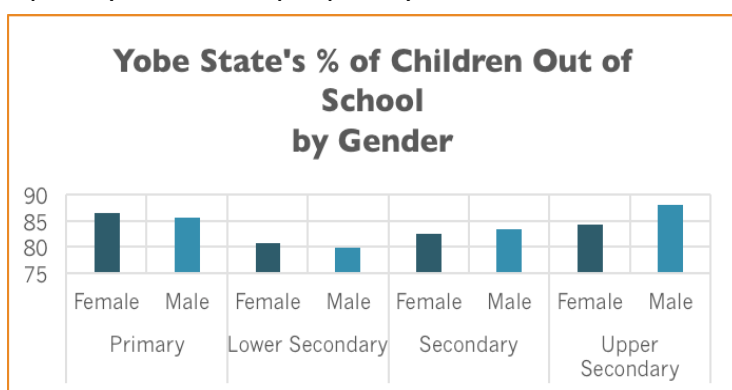
- Existing sense of **confusion, uncertainty and fear** attached to being an IDP which influences parental choices and children's willingness to access education and learning opportunities;
- Strong resolve to **obtain an education and high local community acceptance** of and support for integrating IDPs given most originate within Yobe state.

Yobe State Education Situation

Yobe state has the highest number of IDPs when compared with other states in Northern Nigeria. LGA selection in Yobe was conducted in collaboration with government counterparts and partners where there were high levels of IDPs in the specific LGA and community. Cognizant of how any international assistance can create a pull factor for arriving IDPs, the RSA team maintained a low profile by working through extensive networks of local partners in each location.



The Rapid Situation Analysis assessed both the education system and impact the insurgency has had on opportunities for IDPs to continue their education in Yobe state. For example, it assessed the local levels of education, differences between urban and rural, types of formal and non-formal education available, gender differentials and parents' perceptions of education. These are all possible contributing factors to what is most relevant and successful should education assistance be introduced into communities hosting large numbers of IDPs. Here we illustrate a few basic education indicators to help explain the Yobe state education situation. Overall, as of 2012, there were 1,041 primary schools, 29 pre-primary schools and 168 lower secondary schools in Yobe. The literacy



rate of urban males in Yobe state is 64% while for urban females it is even higher at 70%. A marked difference is seen in rural settings where female literacy falls to 2% and for males, just 5%. Yobe State's out-of-school population is extremely high in the rural areas, reaching between 80-99% whereas, those in urban areas range between 30-50%. In addition to this wide imbalance between urban and rural out-of-school populations,

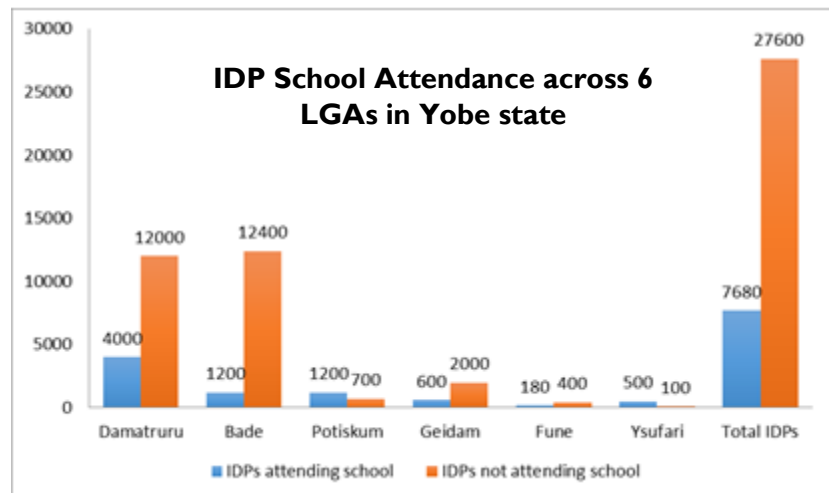
studies show poor security lowers perception of safety and leads to less availability of education.¹

¹ http://epdc.org/country/nigeria/search?subnational=2530&year_from=2010&year_to=2015

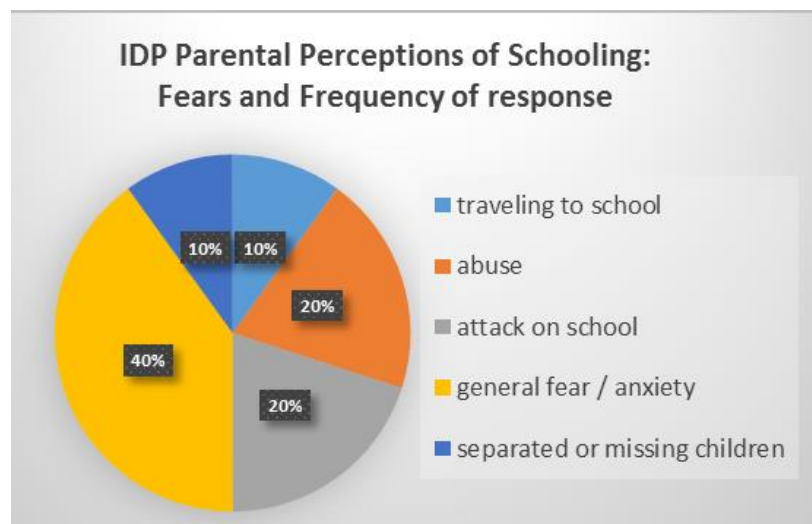
YOBE STATE IDPs, SCHOOLING AND PARENTAL PERCEPTIONS

IDPs were posed questions about access to education and the learning environment. These questions asked specifically about how often host community children attend school prior to and after recent years of the insurgency-based violence; how many schools are still functioning given violence has occurred in communities; whether IDPs attend schools; and what the risks are for those IDPs attending, based on a list of options and open ended 'fill in' answers. With regard to IDPs attending or not attending school, we took the highest number answer for both 'attending' and 'not attending' across each of the 6 locations. Consistently choosing the answers with the highest number of IDPs attending and not attending school allowed us to compare the two strongest answers across all 36 respondents.

Parents' perceptions of children's safety in and around the schools were mixed. At the same time, mothers and fathers separately expressed an overwhelmingly favorable support for IDP girls and boys to continue their schooling. Notably, there were also primary threats to safety in and around schools mentioned across all locations.



Source: IDI data analysis across 6 communities in Yobe state



RECOMMENDATIONS

Recommendation #1

Conduct an in-depth Community Education and Conflict Assessment (CECA) across Yobe state to inform the potential expansion of a new education program for IDP learners and host communities.

Education offerings of literacy, numeracy, social emotional skill building and other formal education programs can provide support to displaced populations, learners and host community actors. However, to determine delivery method and content, more in-depth analysis is needed. Such analysis can point out the key subject areas, types of SEL competencies, modalities for instruction, and key materials input that take more time to understand and incorporate into larger scale programming. The fluid nature of the IDP

population and needs may also require a rigorous system of M&E to assure we can learn, adjust and adapt activities as new demands arise among the IDPs in need.

Following an in-depth CECA, and at the start of a program, there would need to be a baseline assessment of student learning in reading, math and SEL competencies that would then be followed by mid- and end-line assessments thereafter to enable an analysis of program effectiveness. The base-, mid- and end-line should specifically target learning outcomes for those children and youth over the life of the project.

Recommendation #2

Introduce alternative education topics including: violence prevention, gender-based violence prevention and psychosocial support activities - all integrated into the formal/non-formal learning centers for IDP (and host) children and youth.

During the data collection process, we consulted children, parents, community members, teachers, and government and non-government workers from each community. A common characteristic shared by each of these communities is that they now host a high number of IDPs who have experienced incidents of violence themselves, have witnessed violence against loved ones, or are privy to events of violence through their neighbors, extended family or acquaintances. As such, there is an urgent demand for a careful and appropriate response that is tailored to this IDP groups' needs.